



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

LUDIC ACTIVITIES AND WRITING SKILL

Author: Jhoffre Alexander Méndez Arévalo

Tutor: Lic. Calero Sanchez Ximena Alexandra, Mg.

Ambato – Ecuador

2024

SUPERVISOR APPROVAL

CERTIFY:

I, Mg Ximena Alexandra Calero Sánchez, holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the topic: **“LUDIC ACTIVITIES AND WRITING SKILLS”** investigated by Mr. Jhoffre Alexander Méndez Arévalo with I.D No. 0401879325, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....
Lcda. Ximena Alexandra Calero Sánchez, Mg.
C.C. 1802884062
REVISER

DECLARATION PAGE

I declare this undergraduate dissertation entitled “**LUDIC ACTIVITIES AND WRITING SKILLS**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

A handwritten signature in blue ink, appearing to read 'Jhoffre Alexander Méndez Arévalo', with a horizontal line drawn through it.

.....
Jhoffre Alexander Méndez Arévalo
I.D 0401879325
AUTHOR

BOARD OF EXAMINERS APPROVAL

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **“LUDIC ACTIVITIES AND WRITING SKILLS”** which is held by Jhoffre Alexander Méndez Arévalo undergraduate student from Carrera de Idiomas, academic period September 2023 – February 2024, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, January 2024

REVISION COMMISSION

.....
Mg. Escalante Gamazo Marbela Cumanda
REVISER

.....
Mg. Sulca Gual Manuel Xavier
REVISER

COPYRIGHT REUSE

I, Jhoffre Alexander Méndez Arévalo with I.D. No. 040187932-5, confer the rights of this undergraduate dissertation “**LUDIC ACTIVITIES AND WRITING SKILLS**”, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

A handwritten signature in blue ink, consisting of several overlapping loops and a horizontal line across the middle. The name 'JHOFFRE' is faintly visible within the loops.

.....
Jhoffre Alexander Méndez Arévalo
I.D 0401879325
AUTHOR

DEDICATION

TO:

To God for giving me the strength and determination to move forward under any circumstance, to my family, who have been fundamental pillars in my educational process, they have been the first to support me and where I have found the courage to move forward in the face of the problems that have arisen, and to Dr. Felix Guerrero who has been part of my growth as a good person, supporting me, guiding me and advising me in my process.

Jhoffre

ACKNOWLEDGEMENTS

Firstly, I am infinitely grateful to God for giving me willpower to complete the whole process of my academic preparation, to my parents and friends who supported me in my most stressful moments in order to achieve my goal and to some professors who despite not having anything to do with my final project were aware of my doubts.

Jhoffre

TABLE OF CONTENTS

Supervisor approval	ii
Declaration page	iii
Board of examiners approval	iv
Copyright reuse	v
Dedication	vi
Acknowledgements	vii
Table of contents	viii
Index of tables and figures	ix
Abstract	x
Resumen	xi
CHAPTER I	1
1.1 Research Background	1
1.2 Theoretical foundation of the variables	4
Independent variable	4
Dependent variable	12
1.3 Objectives:	20
CHAPTER II	21
2.1 Materials	21
CHAPTER III	25
3.1 Analysis and discussion of the research	25
CHAPTER IV	32
4.1 Conclusions	32
4.2 Recommendations	33
REFERENCES	34
ANNEXES	42

INDEX OF TABLES AND FIGURES

<i>Table 1. Population.....</i>	23
<i>Table 2. Type of ludic activities</i>	25
<i>Table 3. Strategies to develop writing skills</i>	26
<i>Table 4. Different subskills that students use to write.....</i>	27
<i>Table 5. Open-ended questions</i>	28

ABSTRACT

This study addressed students' perceptions regarding ludic activities and writing skills. Within the framework of a non-experimental descriptive research, 60 university students from the Universidad Técnica de Ambato participated. (19 men and 41 women). Data collection was carried out through a survey comprising of 19 items on a Likert scale (always, almost always, sometimes, almost never, and never) and three open questions. Likewise, validation was carried out by experts and Cronbach's alpha coefficient with a value of (0.797). The research was structured around three research questions. The results revealed that students prefer ludic activities such as work in pairs/groups, games and flashcards. This preference is attributed to the demonstrated ability of such strategies to stimulate active participation, encourage collaborative learning, and facilitate effective knowledge retention. In addition, the following strategies, such as planning, review and editing, were the most preferred by the majority of students. It is worth noting that regular writing practice and asking for feedback are not commonly considered primary strategies, as students tend to choose to develop their writing skills independently and rely on their own written production. Moreover, the findings indicated that students exhibit a pronounced inclination towards the accuracy subskill such as spelling, punctuation, vocabulary, grammar, and joining letters together, since they demonstrate greater mastery or familiarity with this area. However, a small proportion of students choose to use the communication of ideas such as text organization, appropriate use of style and register, text features, word and sentence linking, and appropriate features, although this option is slightly more complex compared to the first, due to their level of development.

Key words: Ludic activities, strategies, types of ludic activities, writing subskills.

RESUMEN

Este estudio abordó las percepciones de los estudiantes sobre las actividades lúdicas y las habilidades de escritura. En el marco de una investigación descriptiva no experimental, participaron 60 estudiantes universitarios de la “Universidad Técnica de Ambato” (19 hombres y 41 mujeres). La recogida de datos se llevó a cabo mediante una encuesta compuesta por 19 ítems en una escala de Likert (siempre, casi siempre, a veces, casi nunca y nunca) y tres preguntas abiertas. Asimismo, la validación se realizó mediante expertos y el coeficiente alfa de Cronbach con un valor de (0,797). La investigación se estructuró en torno a tres preguntas. Los resultados revelaron que los alumnos prefieren actividades lúdicas como el trabajo en parejas/grupos, los juegos y flashcards. Esta preferencia se atribuye a la capacidad demostrada de tales estrategias para estimular la participación activa, fomentar el aprendizaje colaborativo y facilitar la retención efectiva del conocimiento. Además, las siguientes estrategias como planificación, revisión y edición, fueron las más preferidas por la mayoría de los estudiantes. Vale la pena señalar que la práctica regular de la escritura y la solicitud de retroalimentación no se consideran comúnmente estrategias primarias, ya que los estudiantes tienden a optar por desarrollar sus habilidades de escritura de forma independiente y confiar en su propia producción escrita. Además, los hallazgos indicaron que los estudiantes exhiben una marcada inclinación hacia la subhabilidad de precisión como la ortografía, la puntuación, el vocabulario, la gramática y la unión de letras, ya que ellos demuestran mayor dominio o familiaridad con esta área. Sin embargo, una pequeña proporción de estudiantes opta por utilizar la comunicación de ideas como la organización del texto, el uso adecuado del estilo y el registro, las características del texto, el enlace de palabras y frases y los rasgos apropiados, aunque esta opción es ligeramente más compleja respecto a la primera, debido a su nivel de desarrollo.

Palabras clave: Actividades lúdicas, estrategias, tipos de actividades lúdicas, subhabilidades de escritura

CHAPTER I

1.1 Research Background

The research conducted is supported by previous research that has contributed to its development. These were collected from articles and journals from Scopus, Google Academic and Scielo. The purpose of this research is to explore other research that provides accurate information and is supported by a solid understanding of various statements and thoughts from different authors.

According to Cuasapud and Maiguashca (2023), the benefits of the use of play strategies such as reading and writing in elementary school students in Ecuador allow children to develop in an effective way; For this, a deductive method and documentary research focused on a qualitative approach for its development had to be used. The results obtained in this investigation showed a deficit in the application since practically in the year 2012 to 2019 the data by INEVAL showed 12% to 18.10%, giving way to take into account the application of various strategies to build meaningful learning. As a result, it was evidenced that ludic activities increase part of the sociocognitive skills in improving students' reading and writing.

Maja (2022) carried out research that aimed to highlight the importance of interactive approaches that can be used in foreign language teaching, making use of games and effective tools for learning a second language. The methodology was carried out on the basis of descriptive research highlighting the use and application of ludic activities in a private university in Serbia and, in addition, the participation of 65 students was taken into account. The results presented in the research were that students whose participation was through ludic activities improved their linguistic competence. To conclude, it was established to implement ludic activities in English as a part of revolutionizing the way of teaching English as a second language.

Rojas et al. (2022) conducted exhaustive bibliographic research which was based on collecting information from 23 sources retrieved from Scopus. Their main objective is to collect, present and examine these sources with the purpose of facilitating researchers to identify a wide range of theories applicable to the research variables. Also, to enable them to identify in a simple manner a variety of playful reading programs that are being studied and pre-implemented, aimed at fostering reading comprehension in both child and adult populations. In addition, it highlights the various technologies or pedagogical approaches

employed by such programs. The study concluded that there is substantial support in various studies for the notion that digital tools have the potential to improve reading practices, while game-centered tools can contribute to the strengthening of language skills.

Saavedra et al. (2023) developed some research which aimed to investigate the efficiency of using ludic activities to develop English speaking skills. This research was carried out in order to improve students' oral expression and their ability to communicate their ideas more effectively. Seventeen second-year students participated in this research. In addition, an action research method was employed, which involved the collection of quantitative data on the topic of study. The results showed that there was a significant improvement of the students since in the pre-test they obtained a score of 4.56 points while in the post-test they drastically increased their score to 8.12 points. Therefore, it is concluded that the ludic activities are effective in improving the students' speaking skills.

Aydın and Çakır (2022) conducted a study focusing on the effects of a learning intervention incorporating games on the foreign language acquisition process. The purpose of this study was to address this need by evaluating the effectiveness of a 10-week intervention that employed games to enhance English language learning. For this purpose, they used a mixed research approach that combined a controlled experiment with semi-structured interviews. In the experimental group (consisting of 38 participants), a language learning program that was based on the game, curriculum activity, discussion, and reflection (PCaRD) framework was implemented. Meanwhile, the control group (also with 38 participants) followed a conventional instructional approach. The results revealed significant improvements in both groups' scores in terms of language learning. In addition, the interviews showed that the participants had a positive attitude towards the inclusion of commercial games in their language lessons.

On the other hand, according to Schillings et al. (2023), the key to the acquisition of writing skills is based on feedback to improve writing skills. That is why, several studies conducted have suggested that face-to-face dialogues on feedback are essential to achieve the development of language skills. Through each intervention and through the combination of teacher-student and student-student dialogue the results showed that the interventions have a positive effect on student performance. Although it should be noted that it will also require future research to verify that face-to-face dialogue is effective.

In research carried out in Indonesia, Iftanti (2016) stated that writing is perceived as a rather challenging activity, as some students encounter difficulties in developing this skill. However, to achieve substantial improvement in writing, it is essential that students engage in writing journals articles. The purpose of his study focused on exploring methods to enhance writing skills through the rigorous production of journal articles, categorizing it as a process/cognitive approach. In this context, certain tips were considered, such as observing the structure of an article, the writing style used in magazines and the orientation of writing. These tips made it possible for English learners to not only hone their writing skills, but also experience a significant increase in the value of their work.

Dastgeer and Afzal (2015) conducted a study which proposed to explore the effectiveness of Problem Based Learning (PBL) in the development of English writing skill through essay writing in secondary school students in the IMCBIP (Islamabad Model College for Boys, Sector G-7/4 Islamabad, Pakistan). It compared the effectiveness of PBL with the conventional lecture approach using a pre-test and post-test control group experimental design with a total of 20 participants in each experimental and control group. Data were analyzed using t tests and descriptive statistics. The results demonstrated that PBL was found to be a more effective pedagogical strategy than the conventional lecture method in improving high school students' English writing skills.

Ningsih (2016) led action research in the classroom setting with the purpose of improving students' writing ability of madrasah students. The context of the study covered second-grade students in MTs Almuna Samarinda. In addition, the instruments used in the research were observation and a writing test. Initially, in the preliminary study, 50% of the students obtained a minimum passing grade, while the other 50% did not achieve such a grade. In the first cycle, 64% of the students achieved the minimum passing grade, and 36% did not. Although the first cycle did not meet the success criterion (70), in the second cycle, 79% of the students achieved the minimum passing grade, while 21% did not. Therefore, the results of the study indicated that guided writing instruction was able to effectively address the challenges faced at MTs Almuna Samarinda. That is why the second cycle was considered successful, since it met the established criteria.

Hadi et al. (2021) conducted research aimed at developing descriptive writing skills for the purpose of evaluating the effectiveness of the outdoor learning approach in improving the writing skills of high school students. This approach involved conducting

learning activities outside of the traditional writing classroom setting. The research design used was quantitative in nature and followed a pre-experimental design that included a pre-test and a post-test assessment. In this study, a single class of ninth grade SMP IT HARAPAN students was selected as participants. The collected data were subjected to statistical analysis, which included the use of t-test. Consequently, it was concluded that the t-test score significantly exceeded the t-table score, suggesting that outdoor learning activities have the potential to facilitate the improvement of students' writing skills.

Based on previous research, a substantial contribution has been made to the field of study by focusing on the benefits of ludic activities, highlighting their importance in the academic environment and emphasizing the usefulness of digital tools to enrich the learning process of students. These studies have not only explored the general benefits of gamified activities but have also specifically examined the impact of implementing games as a pedagogical strategy. In particular, key aspects have been addressed, such as the feedback generated through these activities and the search for specific improvements in skills, focusing especially on the development of writing skills. This approach has been classified within a conceptual framework that emphasizes its process/cognitive nature, recognizing the importance of the student's active participation in the learning process. In furtherance, this research has shed light on how the integration of games and ludic activities can be an effective strategy for stimulating student interest and fostering an environment conducive to the development of specific skills, such as writing.

1.2 Theoretical foundation of the variables

Independent variable

Teaching methods and approaches

From the 19th century onwards, linguists and social scientists have driven the development of methods and approaches aimed at revolutionizing the process of language acquisition and learning among students. That is why Anthony (1963) mentioned that methods and approaches are hierarchically structured but complement each other for their correct development. On the other hand, pedagogical methods and approaches play a key role in shaping education, ranging from conventional lecture-based teaching to modern, interactive strategies that make use of technology and active learner participation. The choice of a particular method or approach is often based on the subject matter, learning objectives and the specific needs of the students. Maintaining a dynamic and adaptive

approach to teaching is essential to cater to the diverse learning styles and preferences of today's students, which ultimately promotes a more engaging and productive educational environment.

Moreover, teaching is defined as the effort to achieve desirable improvements in people's learning, skills, and behavior, with the goal of contributing to a higher quality of life (Dorgu, 2015). On the other hand, Awotua-Efebo (2001) pointed out that teaching is defined as an interaction between a teacher and a learner in which the teacher takes responsibility for stimulating the desired change in learner behavior. Thus, English language teaching is defined as the educational process through which the necessary skills to understand, communicate and use the English language effectively are transmitted and acquired. This includes teaching aspects such as grammar, vocabulary, pronunciation, listening comprehension, speaking, reading and writing in English thanks to the teacher's teaching. The main goal of English teaching is to enable students to communicate fluently and understand English texts and conversations in a variety of contexts and situations.

Fundamentally, a method is essentially a broad strategy that dictates how linguistic content is delivered. This suggests that within an approach, multiple methods can be integrated, whereas an approach encompasses a collection of assumptions directly linked to the mechanics of the teaching and learning process. Therefore, according to Renau (2016), this topic is related to the activities and techniques used in the classroom to support the students' learning process. Furthermore, both methods and approaches seek to improve learning effectiveness and promote an enriching and attractive educational environment for students. Likewise, Dorgu (2015) quoted that a teaching method refers to any educational strategy employed for the purpose of promoting student learning and satisfaction.

Total Physical Response (TPR)

Total physical response (TPR) is a language teaching method that was developed by Dr. James J. Asher in 1960. Roda'I (2022) suggested that this approach employs a holistic methodology, particularly aimed at young learners, emphasizing the integration of speech with physical movements. This method is primarily geared toward the acquisition of a second language, particularly for young learners and beginners. In a TPR (Total Physical Response) class, the instructor provides instructions or directives in the target language, and the students demonstrate their understanding by physically executing

the corresponding actions. This method is often used to teach vocabulary and basic sentence structures. It is especially useful for students because it helps them develop a solid foundation in a new language through a kinesthetic and immersive approach. For instance, in TPR lesson, if a teacher says, "Stand up" the students will stand up. Then, if the teacher says the command "Sit down" the students will sit down. This type of instruction can help students match words and phrases with specific actions, making language learning more effective, interactive and memorable.

When teaching English through the TPR methodology, the teacher is in charge of establishing two phases that are modeling by the teacher, and then the respective demonstration carried out by the student (Gusmuliana, 2018). In addition, the communication or interaction between parents and children is a clear example of the visual representation of this methodology since it constantly combines physical and verbal aspects through the motor response. This is why Ummah (2016) in her research highlighted that those children, when exposed to this method, acquired language quickly when working with their body and brain together, thus using a well-known "mnemonic strategy" TPR.

Similarly, TPR involves the execution of active movements by students within the classroom context. For example, the instructor may employ songs, storytelling, or even role-playing activities in which instructions are issued that guide students to perform physical actions. In addition, according to Sariyati (2013), learners exposed to classes that apply TPR experience a decrease in their stress levels and enjoy the process of learning the target language.

Ludic activities

Díaz and Martínez (2014) characterized ludic activities as dynamic pedagogical strategies that promote active student learning and involve them in non-routine tasks that encourage reflection on their actions. Academics clarify that the incorporation of games during instruction sessions cultivates a pleasant and stress-free environment, exerting a positive impact on both the affective and cognitive dimensions of the students. This transformative influence makes English classes dynamic and imparts to students the adaptability requirement for language production.

Ludic activities are versatile and can be used for a wide variety of purposes, from education and personal development to promoting emotional well-being and building

social relationships, as well as developing learning in education through games. The game serves as a simple diversion and at the same time helps students to develop action skills, decision making, interpretation and socialization (Ortiz et al., 2023). These activities are characterized by their ludic and participatory nature, which makes them a valuable resource for learning and personal growth. Educational games, for example, can transform abstract concepts into concrete and memorable experiences, facilitating understanding and knowledge retention.

According to Read (2015), the utilization of ludic activities within the educational setting is contemplated with regard to the holistic development of the learner, encompassing the intricacies of social, psychological, cognitive, metacognitive, affective, and emotional dimensions that underlie children's motivation and academic achievements. Therefore, it is imperative to recognize that the incorporation of ludic activities is not solely oriented towards providing enjoyment for students; rather, its purpose extends to fostering enhancements in their social, emotional, and cognitive maturation. In addition, ludic games encourage relaxation, stress relief and social relationship building, promoting cooperation and friendly competition among participants. Whether solving puzzles, playing sports, exploring virtual worlds or simply sharing laughter in a game, ludic activities enrich our lives in many ways.

Furthermore, educational games can be adapted to the needs of students, allowing for personalized and effective learning. In the same way, games promote important skills such as problem-solving, decision making, communication and teamwork. In short, ludic activities are a powerful tool that combines fun and learning, enriching our lives and contributing to the integral development of people. According to UNICEF (2018), when kids are engaged in stimulating activities, they learn better. These activities should be hand in hand with their preferences as it will allow them to focus on ludic activity while learning a second language. Fundamentally, the connection between individual preferences and recreational activities not only maximizes pleasure in the learning process, but also enhances the assimilation of knowledge more effectively.

Benefits of using ludic activities

Likewise, Ortiz et al. (2023) described that the benefits of using ludic activities in education are significant and can be the following: these activities enhance students' enthusiasm, encourage interaction and active participation, promote the development of

motor and sensory skills, involve collaborative work among students where they can find motivation and fun by participating in these ludic activities and even students acquire the language in a natural way.

Additionally, Nascimento (2017) outlined the benefits that ludic activities can generate for students within an English instruction context, stating that these activities can benefit students by giving opportunities to exercise the language in a more relaxed and pleasant way. This facilitates children's creative use of restricted linguistic resources. It encourages learning indirectly, taking advantage of children's innate inclination towards play and fun. It is stimulating both mentally and emotionally, associated with a feeling of joy. It constitutes a more inherent method of acquiring knowledge.

Types of ludic activities

There can be a wide variety of activities that can be called ludic. When considering which ludic activities to implement, the teacher must be clear about what he/she wants to achieve and where he/she wants to get to with the objectives and his/her students through the proposed activity (Bernardo, 2009). To this end, creating a clear context for the implementation of ludic activities is essential to inspire and maintain the interest of the students. Simultaneously, it is crucial that students understand the rationale and objectives of these activities, allowing them to recognize what they are learning while enjoying engaging tasks that encompass reading, writing, listening, and speaking.

There are several types of ludic activities that can be used to promote learning and participation in different educational contexts. According to Nascimento (2017), some of these activities include:

- **Pair/group work:** This promotes interaction, cooperation and perception of students which allows them to interact with each other. In addition, by putting it into practice, they can share and exchange their ideas from different points of view. Likewise, Nascimento (2017) mentioned that group work allows students to learn from the exchange of ideas, and share different points of view and experiences.
- **Flashcards / illustrations:** These are valuable resources as they promote visual comprehension, contextualization, memorization and creativity, as well as allowing practice, self-directed learning and immediate feedback. They give stimulating visual aids and enable them to "grasp meaning" and to produce "meaningful language" (Halliwell, 1992, p.4).

- **Games:** This goes beyond entertainment as it promotes motivation, active interaction, repetitive practice, problem solving, collaboration, information retention and most importantly, anxiety reduction, so they can significantly enrich the learning process and acquire knowledge and skills. According to Read (2007), games play a crucial role in English language instruction to students, by providing different stimuli, interest, diversity, and motivation, which contributes to fostering positive attitudes toward the language learning process. Likewise, the games are attractive and entertaining, making it easier for students to use more spontaneous and natural language.
- **Stories:** These provide an enriching context for the acquisition of vocabulary, grammatical structures and reading and listening skills, while stimulating the imagination and critical thinking. Furthermore, stories “are based on the innate ability to produce fantasy stories and imaginative play” (Read, 2007, p.114).
- **Projects:** Through the participation of students, they have the possibility of enhancing their involvement and creative capacity where they require collaboration among themselves using their skills.

Pair/group work activities

Harmer (2015) argued that flexibility and adaptability are key to meeting the changing needs of students and achieving pedagogical objectives. That is why he highlights the importance of adapting class activities according to the specific objectives to be developed in class.

Pair and group activities have been a fundamental part of learning; therefore, according to Hazapov (2021), some pair activities include:

- **Roll the Ball:** It can be used for practical short sentences following a pattern of questions and answers. For example: 'Hello, how are you?' etc.
- **Information Gap:** This consists of giving a similar image with missing objects, its objective is to describe the missing objects in order to practice prepositions and qualifying adjectives.
- **Telephone Conversations:** It allows to practice language by sitting back to back, in a way that they do not need to use the phone, so this activity could awaken the students' interest in expressing themselves, considering that it is a great challenge but fun for them.

As for group activities stand out:

- **Fill Words:** This task is based on dividing into groups and each team is given 2 sentences with missing words, students must fill in those sentences, then read in their group, and finally read aloud to the class their own revision.
- **Interview:** This task is based on speech skill training; however, it can be adapted to the needs of the students. Each team should formulate one question for each student and provide an answer to each of those questions.
- **Dictionary Relay Race:** Practically everyone in the team participates where one student runs to the blackboard and consequently, he or she writes a word depending on the class topic, then it is the turn of another student in the same group to write another word. At the end, the winning team will be the one with the most words and the best spelling.
- **Tic-Tac-Toe:** This activity involves all students in each team, its objective is to organize images depending on the text provided and choose the words that relate to the topic and at the end the students must order the words into noun, adjective, adverb and verb.

Educational games

Andyani (2012) highlighted that games have become a versatile tool to offer practice in all language skills, including listening comprehension, speaking, reading and writing. Therefore, the ability to engage students in interactive and stimulating ways is critical to improving these language skills. Additionally, they foster a deeper understanding of the language and promote students' confidence in their ability to communicate effectively in the target language. Games play a crucial role in developing collaborative and competitive skills among students, thereby contributing to their ability to work as a team.

Games should be considered and used as motivational tools since these games also provide important advantages when it comes to stimulating students, improving their lexical competence through their application. During the instructional process, students become more proficient in the language they are learning. That is why the inclusion of games in the educational context brings an element of joy and interest to the learning process. Genç-Ersoy and Göl-Dede (2022) mentioned some games that they applied to the development of writing skills.

- **Ice cubes:** This is an educational game designed to support the development of grammatical skills, with the purpose of assisting the study group in creating sentences appropriate to their level of proficiency.
- **Garden for writing:** This educational game pursues the purpose of enhancing and elevating the understanding inherent to the writing process, thus contributing to the improvement of written skills.
- **Word track:** This educational game aims to teach vocabulary to enrich students' knowledge. Through this game it seeks to contribute to the development of content, which is one of the essential facets of writing skills.
- **Wheel of fortune game:** Wheel of Fortune is a popular television game, however this game can be associated with improving writing, for example, it helps with the recognition and understanding of words when reading or writing. Therefore, this type of game can indirectly help the person improve writing skills both in their vocabulary, spelling, and overall linguistic competence.

Digital platforms to promote interactive learning

- **Kahoot!** According to Plump and LaRosa (2017), Kahoot! is a platform that can be used by teachers to create game-based surveys, quizzes, and discussions. This platform facilitates tracking student progress and provides analytical data that can be used by educators to evaluate performance and adapt their teaching methods. Additionally, it is a student response platform that engages students by creating discussions, quizzes, and polls spontaneously, with similarities to interactive games (Dellos, 2015).
- **Quizizz:** According to Basuki and Hidayati (2019), this is a multiplayer gaming application where students control the pace of activity, they are performing in order to answer questions. In this platform, both time limits, leaderboard, and points earned are presented. By making use of this platform, students not only elevate their experience but also generate a feeling of empowerment by performing assigned tasks more effectively (Irwansyah and Izzati, 2021).
- **Padlet:** It is a cost-free multimedia platform that enables real-time interaction between students and teachers as well as among students, facilitating the active participation of the entire class (Fuchs, 2014). The possibilities of using it in educational environments are limitless, as it can play diverse roles, from a tool to evaluate lessons to a means of soliciting creative ideas. That is why Zhi and Su

(2015) highlighted some advantages of using this digital platform, among them are: it provides an intuitive and simple interface, enabling instant collaboration, allowing any student to observe what another classmate is writing in real time on the wall, also expanding the ability to integrate multimedia content, facilitating the inclusion of various types of information in Padlet, and mobile versatility by being compatible with a wide variety of devices.

Dependent variable

English language

The English language, often described as a global lingua franca, occupies a preeminent position in the world of communication and education. For this reason, millions of people now speak English as a first or second language, making it a truly global medium of expression. Potter (2022) stated that “English belongs to the Indo-European family of languages and is therefore related to most other languages spoken in Europe and western Asia from Iceland to India” (p. 1).

In reference to the above, English has become a global language and a communication tool accessible to everyone today. Therefore, the study of English is highly demanded in various educational institutions nationwide. Allowing its use advantage of the second language as part of an effective communication with others. Likewise, English holds a significant position within the educational systems of numerous countries worldwide, and it has played a constructive role in fostering a sense of national pride among people hailing from various English-speaking nations (Patel & Praveen, 2008).

On the other hand, Crystal (2003) exposed several advantages and aspects related to the global influence of English. Some of its advantages are international communication, access to educational resources, job opportunities, and ease of travel. Using English provides access to a wide variety of academic resources and scientific literature, which enriches the quality of education and broadens the horizon of knowledge. In addition, English is the predominant language in many internationally renowned educational institutions, which facilitates participation in global study programs and interaction with students and professors from around the world. This exposure to cultural diversity fosters open-mindedness and cross-cultural understanding. Moreover, proficiency in English broadens career prospects, as many companies value English proficiency in an increasingly globalized job market.

English language skills.

To describe the language skills, have been broken down into four basic skills which are part of effective learning since each of them reinforces the other, depending on what is seeking to learn. These skills are the following: listening, speaking, reading, and writing. According to Aydogan (2014), the four fundamental skills constitute a set of skills that enable people to understand and generate oral language in order to achieve effective communication. Each of these are part of the linguistic capabilities of the human being. Therefore, Krashen (1981) explored how exposure to a language in meaningful contexts contributes to the development of listening comprehension and reading as receptive skills. While Harmer (2015) addressed both receptive and productive English skills. Providing a focus on productive skills on teaching oral and written expression. Receptive skills are characterized by combining listening and reading skills, while productive skills focus on oral production (speaking) and written production (writing).

In fact, to have effective communication with our environment, whether in social situations or specifically in a classroom, it is necessary for students to develop certain skills and subskills so that they can be competent when communicating in expressing themselves with language. Likewise, Thornbury (1999) advocated a communicative approach to language teaching, focusing on interaction and meaningful communication to achieve more effective learning. In such a way that, by acquiring and mastering these skills, many of the people who try to be included in a society where the language is different from their own, will allow them to be included in their culture and at the same time will allow them to express themselves without any problem with the rest.

Scrivener (2010) highlighted the relevance of developing specific English language skills and how these contribute to success in communication, and provides perspectives on skills-centered teaching, addressing practical aspects of how teachers can help students improve their ability to listen, speak, read and write in English. It should be noted that if a person cannot master a specific skill, it does not mean that they are incapable or impossible to communicate in their environment. A clear example of this is deaf-mute people, although they cannot express themselves with some skills, they can express themselves in another way. Lane (1992) noted that the linguistic progress of deaf people generally focuses on sign language, a form of visual-gestural communication with unique grammar and linguistic structures. What makes it perceptible to humans and at the same time understandable when a person with this condition tries to communicate.

On the other hand, the four language skills are the essential components of language proficiency, and they are typically categorized as follows:

- Listening

This refers to the ability to process and understand spoken English through speeches, TV or radio programs and even requires the ability to identify phrases, accents and intonations. That is why, according to Samah (2016), listening is an important life skill. This allows obtaining necessary information that helps language development.

- Speaking

Llerena (2021) provided a definition of speaking skill as the capacity to convey information verbally in a manner comprehensible to the listener. Furthermore, speaking skill is intricately linked to pragmatics, as the significance of a word hinges on the context in which it is employed, as noted by Aguirre (2020).

- Reading

As per Kucukoglu (2018) stated, reading is a fundamental life skill acquired in childhood, involving the capacity to comprehend and analyze English written texts.

- Writing

Written expression involves the ability to communicate through writing in English. This includes the ability to write coherent and organized texts, for example essays, emails, reports and other written documents. Therefore, it is essential for formal and academic communication in English.

Productive skills

Jaramillo and Medina (2011) asserted that productive skills serve as vehicles for conveying information and as means of articulating ideas in order to influence or persuade others on a particular matter (p.11-30). Furthermore, productive skills refer to the beginning of learning a foreign language, so that due to certain circumstances there comes a point where the subconscious is presented to the person, then that is when the individual is exposed to the language. Skills involve the communication of information generated by a language user, whether through spoken or written means (Golkova and Hubackova, 2014). In other words, second language acquisition follows a series of steps, each focused on the development of reading and listening skills. These stages benefit specific aspects

of learning before progressing to writing and speaking, culminating in significant improvement in communication in any environment.

Sreena and Illankumaran (2018) clearly outlined the productive skills associated with writing and speaking. The authors highlight the importance of the English language as an essential tool for interaction and communication with other people. Likewise, they stress that English is not only a universal medium for transmitting, processing and exchanging ideas (Majeed & Illankumaran, 2022). These skills encompass the ability to express oneself orally in various contexts, from formal to informal and from normal to strong tone. In order for the speaker to express her ideas with confidence, a broad mindset and modern thoughts are required. On the other hand, the ability to write is presented as a way to develop clear and lucid perspectives in written texts. In this sense, evaluations of productive skills can be carried out through summative and formative procedures (Sreena and Illankumaran, 2018).

Importance of writing

According to Walsh (2010), the significance of writing extends to its widespread utilization in both higher education and professional contexts. Additionally, Suleiman (2000) emphasized the pivotal role of writing in language, asserting that any comprehensive reading and language program should account for the multifaceted nature of writing in teaching methods, assessment procedures, and language development (p. 155). This underscores the fundamental importance of writing as a skill in English as a Foreign Language (EFL) education, providing students with a structured platform to express their thoughts, ideas, and creativity in English. Writing enhances language proficiency by reinforcing aspects such as grammar, vocabulary, and sentence structure. Moreover, writing promotes critical thinking and problem-solving as students learn to organize their thoughts coherently and convey complex information effectively.

On the other hand, Lamott (1994) discussed the importance of overcoming the fear of bad writing. She encourages aspiring writers to embrace the messy first drafts, emphasizing that writing skills develop through practice and revision. Therefore, the importance of written expression is not only for effective communication, but also for self-expression, critical thinking and success in various fields. Written expression is considered as a valuable asset in both academic and professional settings. In the professional realm, a significant amount of communication takes place in written form,

including but not limited to proposals, memos, reports, job applications, initial interviews, emails, and various types of correspondence. These written modes of communication are essential components of the daily routines of both college students and accomplished graduates in their careers.

Writing Skill

The ability to write is essential for those learning a language, as mastering it has a significant impact on communication. Not only does it facilitate clear expression, but it also becomes a persuasive tool to motivate the student to progress. To improve writing, activities should be well structured and relevant to the classroom, providing an effective framework for developing this skill. In this way, the student will be able to communicate more effectively and function easily in different situations. Kellogg and Raulerson (2007) highlighted the act of writing effectively poses a significant cognitive hurdle, as it simultaneously assesses memory retention, linguistic skills, and cognitive aptitude. This process not only involves the expression of ideas, but also puts pressure on the individual's ability to organize and structure thoughts coherently.

Furthermore, as underscored by McCutchen (1984) the creation of coherent text that effectively conveys ideas demands a strong command of language. The capacity to write proficiently relies on the ability to think lucidly about substantial subjects (Nickerson et al., 1985). Therefore, writing is one which allows the development of critical thinking and at the same time allows students to be able to write what they really think. In addition, writing skills can be a tool that helps improve other skills that need essential support. In this way, if it is proposed to put into practice the development of writing, it is necessary to implement strategies that help improve student learning in what corresponds to the EFL environment.

Writing subskills

The sub-skills of English writing encompass particular aptitudes essential for generating a proficient and cohesive textual composition. Bachani (2015) remarked that writing constitutes a fundamental element of proficient language use, and learners of English as a foreign language are required to exhibit their capacity to engage in writing activities to enhance their performance in English writing. Consequently, in order to attain a commendable written output, it is essential to consider the crucial sub-skills. According

to Spratt et al. (2011), writing subskills encompass the accuracy and communication of our ideas. Likewise, the writing subskills identified for each of these are:

Accuracy

Swales and Feak (1994) emphasized that accuracy in writing involves not only correct grammar and spelling, but also careful word selection, construction of clear sentences, and accurate presentation of information; moreover, it is more important to perfect clarity and accuracy in written expression.

- **Spelling:** The ability to spell words correctly and accurately. Therefore, it involves the correct use of letters to achieve effective written communication.
- **Joining letters together:** The ability to connect letters fluidly and coherently when writing, facilitating legibility and fluency in reading the entire text.
- **Writing legibly:** The ability to produce text in a clear and legible manner, ensuring that letters are well formed and joined together so that the reader can easily understand the written content.
- **Punctuation:** The ability to accurately use the different punctuation marks in English, such as periods, commas, semi-colons, among others.
- **Vocabulary:** The ability to understand and know how to use a set of words or vocabulary appropriate for the English language.
- **Grammar:** The ability to properly use the grammatical structure of the English language, covering both the syntax and grammar of sentences.
- **Paragraph and sentence structure:** The ability to arrange and order a paragraph in a way that is lucid and cohesive.

Communication of our ideas

- **Text organization:** The ability to organize written content clearly and logically, using various forms of text such as letters or reports, among others.
- **Appropriate use of style and register:** The ability to consciously select the most appropriate tone and form of expression, adapting them to the context and audience, for effective communication.
- **Characteristics of a text:** The ability to have communicative effectiveness taking into account coherence, cohesion, clarity and conciseness.

- **Joining words and sentences:** The skill of grammatically combining words into sentences, using connectors, and thus achieving a fluid and understandable text.
- **Appropriate Features:** The ability to adjust the content and tone of a text based on its specific purpose, intended audience, and context, ensuring accurate and relevant communication.

Strategies for writing skills

Paul and Criado (2020) asserted that a variety of strategies can be employed to enhance writing skills. Several recommendations are as follows:

- **Planning:** Before beginning writing, it is beneficial to establish a clear understanding of the message you want to convey. It is advisable to take into account the structure that will be used, identify the essential points to address and reflect on them before starting to write. Additionally, Flower and Hayes (1977) mentioned that students can employ pre-written strategies, such as generating ideas and organizing structured content, to improve the quality of their written texts.
- **Regular writing practice:** The saying “practice makes perfect” also applies to writing. Assigning a daily writing activity allows you to increase your skills such as writing short sentences.
- **Review and editing:** Submit your work to various reviews with the aim of ensuring clarity, conciseness and coherence in the written content. Do thorough editing to correct any spelling or grammatical errors.
- **Ask for feedback:** Delegate the review of your work to a person you trust, asking for frank and constructive feedback. Make a conscious effort to take their suggestions into consideration in order to improve your writing skills.

Writing process

The process of writing entails a sequence of revisions that are crucial for the proper refinement of a high-quality written piece. Harmer (2004) outlined four primary components within this process aimed at fostering proficient writing.:

- **Planning:** Authors need to consider the fundamental aspects of their writing, including its purpose, target audience, and structural content.
- **Drafting:** The initial piece of text, subject to future revisions and improvements.

- Editing (evaluating and amending): Writers review their compositions to assess the effectiveness of the content. They may reorganize information for better coherence. Additionally, they can seek assistance from others to obtain feedback and suggestions, leading to further revisions.
- Final Version: After the planning, drafting, editing, and reflective processes are complete, authors can present their texts to their intended readership.

Sharma (2015) highlighted that writing proficiency demands thorough preparation and precision. English stands in stark contrast to Spanish, as it necessitates meticulous attention to even the minutest details when expressing thoughts in written form. This includes selecting the right words for addressing the intended audience, adhering to suitable writing styles, and, of course, maintaining the proper structural framework. It is also crucial to keep in mind that students can learn to write, but this requires a lot of practice. In this way, they will be able to understand how texts are composed until they are correctly produced.

1.3 Objectives:

GENERAL OBJECTIVE

To determine the impact of Ludic activities on writing skills.

SPECIFIC OBJECTIVES

- To analyze the types of Ludic activities that provide an improvement in students' writing skills.
- To identify the different strategies that students use to cultivate their writing skills.
- To recognize the different subskills used by students to develop their writing skills.

Fulfillment objectives

The objectives were effectively met through data collection that successfully addressed the three research questions. Introducing students to various forms of ludic activities involved a thorough explanation of both the concept itself and the wide range of associated practices. Through the survey, students were empowered to discern the types of ludic activities most recurrent in their use.

Additionally, the questionnaire allowed a detailed analysis of the predominant strategies among students in the writing process, with pair/group work, games and the use of flashcards standing out as some of the most frequently adopted ludic practices.

Obtaining the students' perspectives was essential, especially in relation to their writing skills, and consequently, this information played a fundamental role in identifying areas that required reinforcement, such as the communication of our ideas and the selection of appropriate tools for this purpose.

The survey incorporated three open-ended questions, thus allowing students to express their opinions on the various forms of ludic activities, the strategies they mostly use, and the subskills of greatest proficiency.

CHAPTER II METHODOLOGY

2.1 Materials

The research work was carried out based on technological and human resources. Regarding technological resources, laptops and mobile devices are used. The main objective was to determine the impact of ludic activities on writing skills through a survey. Finally, the data was obtained through a survey conducted in Google Forms, and then analyzed and examined through the Statistical Package for the Social Sciences (SPSS).

Quantitative approach

In the current study, a quantitative approach was adopted that focused on numerical and statistical measurement. This type of research involves the collection of data and its subsequent analysis. According to the guidelines proposed by Kothari (2004), quantitative research is used with the purpose of understanding phenomena through the investigation of frequencies, correlations, cause-effect relationships, averages and patterns. Furthermore, Creswell (2017) highlights the importance of a solid research design in quantitative research. This involves the clear formulation of research questions, the appropriate selection of samples, the application of appropriate statistical methods, and the careful interpretation of the results. Consequently, this approach is appropriate for addressing phenomena that can be expressed by numerical values or graphical representations.

Descriptive research

The study adopted a descriptive research approach with the purpose of analyzing and presenting the data and results, with the primary objective of evaluating and offering a thorough representation of the study topic through the students' perspectives. This method facilitates a more comprehensive understanding of the student's perspective, while providing more accurate data. In addition, it provides a valuable tool for exploring in detail the underlying elements that influence the student's perspective, thus contributing to a more complete appreciation of the student's experience and opinions. On the other hand, researchers who engage in descriptive studies typically acquire data through techniques such as surveys, observations, content analysis, and content coding. Its purpose is to condense and structure the information collected to offer a clear and

exhaustive overview of the research object. Furthermore, according to Manjunatha (2019) argued that the descriptive methodology places emphasis on detailing "what" is being investigated instead of focusing on explaining the reason "why" it is taking place. That is why, as certain techniques become available, such as surveys, observations, interviews or questionnaires, among others. It is essential that researchers precisely define the population of interest and determine the aspects they intend to analyze in order to successfully carry out descriptive research.

Instruments

To carry out this study, the creation of a survey was required, which obtained a coefficient of 0,797 of consistency and reliability and was applied to 60 students. This survey was divided into three sections. These questions were: What type of ludic activities are used in the English as a foreign language classroom? What are the different strategies that students use to develop their writing skills? What are the different subskills that students use to write?

The survey included 19 items using a Likert scale and 3 open questions. The first section focused on the types of ludic activities that English learners usually use; it contained 5 items and 1 open question. The second section corresponded to the strategies that students use to develop the ability to write with 4 selection items and 1 open question. The last section focused on the subskills that students mostly use when writing; it had 10 items and 1 open question. On the other hand, the application of surveys allowed to have a comprehensive perspective in obtaining empirical data, which is why it addresses various aspects related to its design and its application, to be then analyzed and discussed, highlighting the importance of the application of surveys in descriptive research (Lavrakas, 2008). In the same way, Babbie (2020) points out that surveys represent a fundamental instrument for data collection, emphasizing the acquisition of direct information by participants.

Population

A total of 60 students of Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato participated in this study, 41 women and 19 men, 57 of them identified as mestizos and 3 as indigenous, with ages between 18 and 25 years old. The selection of participants was based on their English language proficiency.

Table 1.

Population

Population	Participants	Percentage
Male	19	31,67%
Female	41	68,33%
Total	60	100%

Note: students surveyed.

Procedure

The research was carefully and gradually developed, following a procedure to ensure a complete exploration of the topic. The first fundamental step consisted of carrying out an exhaustive bibliographic review on ludic activities and writing skills, including essays, books and academic sources. This literature review was not limited to a single source, as various platforms such as Google Scholar, Scielo, Taylor and E-book were comprehensively examined in order to gather a wide variety of perspectives.

After the literature review, the next critical step consisted of the formulation of a questionnaire designed to investigate the impact of ludic activities on the development of written skills. The specific objectives identified were transformed into three research questions. Likewise, with the intention of encouraging the participation of participants in the study, three open questions were incorporated. These open-ended questions were designed to explore unexplored areas, giving participants the opportunity to contribute novel and meaningful ideas. Throughout the process of developing the questionnaire, multiple revisions and adjustments were carried out with the objective of ensuring the clarity and understandability of the questions.

It was then subjected to a validation process to verify its reliability and validity. A pilot test was carried out with a group of ten participants belonging to the eighth semester. Responses collected during the pilot phase were carefully reviewed, and appropriate changes were made to optimize the effectiveness of the measurement instrument. The data derived from the pilot test were entered into the Statistical Package for the Social Sciences (SPSS) program for execution and appropriate validation processes, with the use of statistical measures, such as Cronbach's alpha coefficient.

Consequently, the research moved to the data collection stage, which involved applying the survey to students of the fourth and seventh semester academic levels.

Nevertheless, prior to the implementation of the survey, a preliminary introduction was carried out aimed at ensuring the adequate familiarization of the students with the recreational activities. By providing students with the necessary knowledge in relation to the research topic, this introduction facilitated their participation in data collection through the survey carefully designed in Google forms.

The structure of the survey was divided into sections covering both general information and areas in reference to the research questions. Participants were encouraged to provide responses, expressing their individual perspectives and knowledge derived from their experiences with ludic activities and writing skills. Subsequently, the data collected through the survey was subjected to rigorous analysis using SPSS statistical software. In contrast, the qualitative data derived from the open-ended questions were analyzed manually.

Finally, unequivocal conclusions were drawn, and highly relevant recommendations were elaborated. These results not only enriched the existing body of knowledge on ludic activities and writing skills, but also generated substantial implications for educational practitioners and researchers. The thorough investigation procedure, which included an exhaustive literature review, survey design and implementation, validation, and data collection and analysis, ensured the robustness of the study, further enhancing its credibility.

Research Questions

1. What type of ludic activities are used in the English as a foreign language classroom?
2. What are the different strategies that students use to develop their writing skills?
3. What are the different subskills that students use to write?

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the research

This chapter presents the data that were subjected to analysis.

1. What type of ludic activities are used in the English as a foreign language classroom?
2. What are the different strategies that students use to develop their writing skills?
3. What are the different subskills that students use to write?

Table 2.

Type of ludic activities

Item	Mean
I enjoy the activities that promote interaction and cooperation with my classmates.	3,76
Visual materials help me understand my learning better.	4,28
My teacher implements activities in "Kahoot, Quizizz, and Padlet" to promote motivation and thus significantly enrich the learning process.	3,81
I write stories to learn vocabulary and stimulate critical thinking.	2,76
I like to develop projects in class because it makes me develop my creativity.	3,41

Note: The following scales were used to derive the measures: 1. Always, 2. Almost always, 3. Sometimes, 4. Almost never, and 5. Never.

Analysis and interpretation

Research question: What type of ludic activities are used in the English as a foreign language classroom?

The mean results indicate that students exhibit a stronger inclination towards visual learning, demonstrating a more effective comprehension when utilizing visual materials. Additionally, the activities that teachers implement when teaching their class, practically their attractiveness on platforms such as Kahoot, Quizzes and Padlet allow students to get involved and at the same time be competitive among themselves, which is why the results reflect a mean of 3,81. In difference to the above, developing project development appears less viable due to a mean of 3,41 provided by participants. Interestingly, developing stories as a method to foster critical thinking might seem

plausible for classroom teaching; according to students' responses, the likelihood of its feasibility is reduced, as reflected by a mean of 2,76.

In accordance with the results, it can be assumed that the majority of students prefer to use visual materials such as flashcards to achieve better learning, while the least chosen by students is the development of stories. A possible reason for this is that these are relatively complex to develop since it requires creative expression skills, organization of ideas and even knowledge of essential elements for writing stories.

Table 3.

Strategies to develop writing skills

Item	Mean
Before writing, I always have some ideas to write about.	3,83
My teacher assigns writing activities to practice either in the classroom or at home.	3,59
When I finish writing, I review and edit to ensure the clarity of my written content.	4,07
My teacher provides feedback after I write a paragraph.	3,56

Note: The following scales were used to derive the measures: 1. Always, 2. Almost always, 3. Sometimes, 4. Almost never, and 5. Never.

Analysis and interpretation

Research question: What are the different strategies that students use to develop their writing skills?

The study revealed that, when concluding writing, students prefer to use the review and editing strategy before submitting their texts, evidenced by a mean of 4,07. Another strategy that students prefer before starting to write is to have clear ideas about what they will write in the text, this could be attributed to the fact that many teachers suggest brainstorming on the topic before writing, which is why a mean of 3,83 is obtained for this item. On the other hand, it is curious that, although on many occasions teachers think that assigning writing activities in the classroom can be productive for students, the mean shows the opposite. Possibly this is because students prefer to use another strategy, this is evidenced by the mean of 3,59. In addition, the data indicate that the strategy in which the teacher plays a crucial role in providing feedback after writing a paragraph is less common, this is due to a lack of focus on the importance of immediate feedback, as evidenced by its mean of 3,56 points.

The research results indicate that significantly students prefer to revise and edit their writing rather than ask for feedback from their teachers. However, it should be taken into account that on the basis of feedback, teachers should emphasize this strategy.

Table 4.

Different subskills that students use to write

Item	Mean
When I write, I use appropriate words to have effective communication.	3,80
When I write paragraphs, I use the grammatical structure correctly to write sentences.	3,83
When I write paragraphs, I include punctuation marks such as periods, commas, semi-colons so that my writing makes sense and is understandable.	4,19
When I write paragraphs, I use the vocabulary I know to write appropriately.	4,07
When I write paragraphs, I properly organize and order my ideas to effectively convey what I am trying to express.	3,94
When I write paragraphs, I am able to organize the written content clearly and logically.	3,81
When I write paragraphs, I am able to select the appropriate context for effective communication. Appropriate use of style and register.	3,70
When I write paragraphs, I pay attention to the coherence and cohesion of what I am trying to express.	3,81
When I write paragraphs, I use connectors to achieve understandable text. Joining words and sentences.	3,87
When I write paragraphs, I adapt my content and tone to ensure relevant communication.	3,72

Note: The following scales were used to derive the measures: 1. Always, 2. Almost always, 3. Sometimes, 4. Almost never, and 5. Never.

Analysis and interpretation

Research question: What are the different subskills that students use to write?

According to the data obtained, most participants report a high level of proficiency in key aspects of written composition. In particular, the highest scores are observed in statements related to the appropriate use of punctuation, with a mean of 4,19 points. This suggests a positive perception and confidence in students' ability to apply grammatical rules and use punctuation marks effectively. In addition, appropriate vocabulary use obtained a significant mean of 4,07 points indicating an awareness and successful application of appropriate vocabulary in the writing process by the students. However, it is important to note that, despite these high scores, there are areas where self-assessment is slightly more moderate. For example, when adapting content and tone to achieve relevant communication this obtained a mean of 3,72 and being able to select text for effective communication the mean obtained was 3,70 respectively of the other, suggesting

that some participants may perceive some difficulty in adapting their style and tone for more contextually appropriate communication.

Overall, these results reflect a strong bias toward the subskill of precision over communication of ideas, so there is a need to review and adjust pedagogical practices to foster a more appropriate balance between precision and clear communication of ideas.

Table 5.

Open-ended questions

Question 1	Answers	Total
What types of ludic activities do you use the most to improve your writing skills?	Pair/group work	23
	Flashcards	13
	Games	20
	Stories	2
	Projects	2
	Total	60
Question 2	Answers	Total
What types of strategies do you use for your writing activities?	Planning	30
	Regular writing practice	11
	Review and editing	13
	Ask for feedback	6
	Total	60
Question 3	Answers	Total
What type of writing subskills do you think you use most in classes?	Accuracy	40
	Communicating our ideas	20
	Total	60

Note: Qualitative findings derived from the open-ended questions.

Analysis and interpretation

Table 5 shows the results of the open-ended questions used to support the research questions.

The first open-ended question, "What type of ludic activities are used in the English as a foreign language classroom?". The results reveal that the types of pair/group work and games are the most frequent. This suggests that this approach is essential, since it allows individualization, adaptation and collaborative work of activities in the EFL classroom. Each learner has a unique learning style and different levels of language

proficiency. Therefore, it is essential to select games that match each learner's proficiency level and address specific learning needs. On the other hand, some students responded that flashcards also arouse some interest in them; however, this may be due to the monotony that these types of activities present, the lack of interactivity and the absence of challenges in which to awaken the real interest of the students.

The second open-ended question, "What are the different strategies that students use to develop their writing skills?" According to the results presented, planning is one of the strategies most opted by students when writing, their preference may be due to the fact that this implies an initial phase of organization before starting to write. Another strategy that students found useful for the development of writing was the revision and editing of their texts by themselves. This may be in order to improve the overall quality of the written text, clarification of ideas, reinforcement of self-confidence, and encouraging autonomy towards a positive approach. In addition, some students indicated that regular writing practice is a strategy where they can develop expressive skills, improve their grammar and spelling, and even foster creativity with different literary styles, genres and forms of expression.

The third open-ended question, "What are the different subskills that students use to write?" Based on the data obtained the accuracy subskill was the most chosen one in comparison to the communication of ideas subskill. This interest in precision could be explained by the more concrete and structured nature of grammar, spelling and punctuation rules. As the students delve into writing, they find a kind of tangible guide to rely on, thus facilitating their familiarization with elements such as vocabulary and paragraph and sentence structure. In contrast, the communication of ideas may be perceived as more challenging due to its more abstract and subjective nature. This means that students must deal with aspects that go beyond the correct use of vocabulary, such as the organization of text, the appropriate use of style and register, the characteristics of a text, and coherence in the linking of words and sentences. It is essential to note that while accuracy is essential, effective writing requires a balance between this accuracy and the ability to communicate ideas clearly.

Discussion

The discussion of the results answers the three basic questions of the research, with the purpose of fulfilling the objectives of the object of study with respect to the variables that are the ludic activities and writing skills.

Question 1: What type of ludic activities are used in the English as a foreign language classroom?

After the corresponding analysis, it was found that most students opt for pair/group work (roll, the ball, information gap, telephone conversations, fill words, interview, dictionary relay race, and tic-tac-toe), games (ice cube, garden for writing, word track and wheel of fortune game) and the use of flashcards as a fundamental part of learning. As mentioned by Nascimento (2017), working in pairs/groups helps foster interaction, cooperation and diverse perspectives among students. This strategy facilitates the exchange of ideas and experiences, promoting a richer learning environment. On the other hand, Read (2007) emphasized that games go beyond entertainment, these are directed towards motivation, active interaction and problem solving, which contribute to the reduction of anxiety and enrich the learning process through diverse stimuli, promoting positive attitudes towards language acquisition. In this sense, Назаров (2021) stated that pair work can be: roll the ball, information gap, telephone conversation, and for group work such as: fill words, interview, dictionary relay race, and tic-tac-toe. In addition, research results showed that also by making use of flashcards and illustrations students can improve information retention and strengthen visual association with key concepts. Halliwell (1992) suggested that the use of flashcards and illustrations enhances visual comprehension, contextualization, and creativity, while providing opportunities for self-directed learning and immediate feedback.

Question 2: What are the different strategies that students use to develop their writing skills?

The results of the study indicated that most of the students choose to plan, review and edit their content to ensure clarity in what they write. Planning was one of the strategies chosen by the students, since before writing they have some ideas about what they want to express. Flower and Hayes (1977) highlighted in their model of writing processing the relevance of planning before writing where students have the ability to use pre-established writing strategies, such as idea generation and content structuring, to improve the quality of their written texts. Similarly, revision and editing are part of their

choice; therefore, Paul and Criado (2020) in their research found that when using this strategy, it is necessary to take into account that the work must go through several revisions in order to ensure clarity, conciseness and coherence in the written content. Its purpose is exhaustive editing to correct possible spelling or grammatical errors. In addition, regular practice and feedback are part of a small choice; however, it is evident that few choose these strategies because they may depend on certain factors such as nervousness or lack of confidence in addressing the teacher. Finally, the diversity of strategies students use to develop their writing skills ranges from planning to revising and editing, depending on individual orientation and preferences.

Question 3: What are the different subskills that students use to write?

The results indicate that the various writing subskills place a strong emphasis on students' improvement of accuracy rather than on the ability to communicate ideas. In fact, most students prefer accuracy, as they find it practically easier to apply spelling, punctuation, vocabulary, grammar, and sentence structure. According to Swales and Feak (1994), authors of "Academic Writing for Graduate Students," accuracy in writing involves not only correct grammar and spelling, but also careful word choice, clear sentence construction, and accurate presentation of information, which are crucial for effective academic communication. In particular, Swales and Feak also mentioned that it is more important to hone clarity and accuracy in written expression than to focus exclusively on communicating ideas. Although some students also make use of the of communicating ideas, this is not the most common in the development of writing. Therefore, effective integration of these subskills contributes to the holistic development of writing skills, as supported by research and theory in the field of writing and language teaching.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

4.1 Conclusions

After the survey results were analyzed and processed, the following conclusions were reached:

Types of ludic activities can be implemented in the EFL classroom with the aim of significantly boosting writing skills. These range from games to taking advantage of interactive platforms. That is why a large number of students prefer to participate in activities that include games (ice cube, garden for writing, word track and wheel of fortune game) and pair/group work (roll, the ball, information gap, telephone conversations, fill words, interview, dictionary relay race, and tic-tac-toe). Although, a small number of students prefer to use flashcards. Nevertheless, it is remarkable that only a few students use activities such as stories and projects to develop their writing skills. Therefore, the most effective activities for the development of second language acquisition in the classroom are games and work in groups or pairs.

It is evident that students deploy a variety of individual strategies to improve their English writing skills. Planning, revision, and editing emerge as fundamental elements, which many students favor to optimize their writing skills. This variety points to the need for writing instruction to promote student autonomy and foster metacognitive awareness for effective progress. Another strategy employed by some students involves regular practice, which facilitates gradual growth through the exploration of various topics and writing styles, thus strengthening confidence in their language skills. Moreover, they are committed to perfecting grammar, vocabulary, and fluency in expressing ideas. In general terms, students' preferred strategies constitute only a foundation in their learning process, urging educators to consider the integration of these three strategies, widely favored by students, to enhance the development of their writing skills.

Moreover, writing skills include accuracy subskills such as spelling, vocabulary, paragraph structure, and grammatical revision. The identification of these subskills allows a more detailed understanding of the elements that contribute to the writing process, highlighting the importance of addressing each component specifically in the educational setting. As a consequence, it is noticeable that a considerable percentage of students perceive accuracy as a sub-skill that they master more easily in contrast to communicating

their ideas. This is because it is composed of more subskills that can be complex in certain aspects that cannot be easily mastered. For that reason, less than half of the respondents show a preference for the communication subskill.

4.2 Recommendations

Systematically incorporate an equitable diversity of ludic activities in the pedagogical strategies of educators, taking into account the preferences and learning modalities inherent to students. The integration of games, collaborative work and the application of flashcards can have a positive impact on student participation and motivation, thus generating a more stimulating learning context conducive to cognitive development.

Based on the diversity of pedagogical strategies discerned, it is recommended that educators promote students' autonomy in the cultivation of their writing skills. Instruction in planning, revision, and editing is an essential measure to empower students in the autonomous management of their writing process, thus fostering efficiency and substantial improvement in their writing skills. In furtherance of this, it is recommended that teachers incorporate structured feedback sessions, providing constructive comments that contribute to the individualized development of each student, identifying areas of strength and opportunities for improvement in a targeted manner. This will facilitate significant progress in writing, allowing students not only to internalize knowledge, but also to reflexively apply advanced techniques and strategies in textual production.

Given the identification of various subskills in writing development, it is recommended that educators target their pedagogical approach specifically to each discerned component. The implementation of activities and exercises designed with precision and communication of ideas can more effectively enhance students' writing skills. Although there is evidence of greater student dominance in one subskill, it is strongly recommended that teachers focus more on the subskill of lesser dominance, such as communication and its components, to achieve a balance in the overall development of writing subskills by raising the skill level in those aspects that require greater attention and development, thus optimizing the students' overall ability to express themselves in writing.

REFERENCES

- Abdul Majeed, C. T., & Ilankumaran, M. (2022). Teaching Active Skills In The Esl Classroom Through Programmed Instruction; An Outlook. *Journal of Positive School Psychology*, 6(8), 4404-4411.
<https://www.journalppw.com/index.php/jpsp/article/view/10612>
- Andyani, H. (2012). Using fun activities to improve listening skill. *Journal on English as a Foreign Language*, 2(2), 29-36. <https://doi.org/10.23971/jefl.v2i2.54>
- Anthony, E. (1963). Approach, Method and Technique. *ELT journal*, XVII(2), 63-67.
doi: <https://doi.org/10.1093/elt/XVII.2.63>
- Aguirre, S. N. (2020). Drama and the speaking skill. [Universidad Técnica de Ambato].
<https://repositorio.uta.edu.ec/bitstream/123456789/30915/1/Piedra%20Sadi%20-%20Proyecto%20de%20Investigaci%c3%b3n.pdf>
- Awotua-Efebo, E.B. (2001). *Effective teaching: principles and practice*. Port-Harcourt: Paragraphics
- Aydın, S.M., Çakır, N.A. The effects of a game-enhanced learning intervention on foreign language learning. *Education Tech Research Dev* 70, 1809–1841 (2022).
<https://doi.org/10.1007/s11423-022-10141-9>
- Aydogan, H. (2014). The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey. *Mediterranean Journal of Social Sciences*, 5(9), DOI:
<https://doi.org/10.5901/mjss.2014.v5n9p672>
- Babbie, E. R. (2020). *The practice of social research*. Cengage AU.
<https://bit.ly/3TYvBok>
- Bachani, M. (2015). *Teaching writing*. Waymade College of Education, Vallabh Vidyanagar. <http://waymadedu.org/pdf/Teaching%20Writing.pdf>
- Basuki, Y., & Hidayati, Y. (2019). Kahoot! or quizzz: The students' perspectives.
<https://doi.org/10.4108/eai.27-4-2019.2285331>.
- Bernardo, V.B.C. (2009). *O lúdico na sala de aula: a importância das histórias infantis na aprendizagem do Inglês no 1ºCiclo* (unpublished master's thesis).

- Universidade da Covilhã: Covilhã.
<https://ubibliorum.ubi.pt/handle/10400.6/1781>
- Bryman, A. (2001). *Social Research Methods*. New York: Oxford University Press.
<https://n9.cl/g30zo>
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
<https://n9.cl/odlfa>
- Cuasapud Morocho, Jeniffer Johanna, & Maiguashca Quintana, Milagros Isabela. (2023). Estrategias lúdicas para la mejora de la lectoescritura en alumnos de Educación General Básica. *Revista Científica UISRAEL*, 10(1), 151-165. Epub 10 de abril de 2023. <https://doi.org/10.35290/rcui.v10n1.2023.694>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications. <http://www.ceil-conicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>
- Dastgeer, G., & Afzal, M. T. (2015). Improving English writing skill: A case of problem based learning. *American Journal of Educational Research*, 3(10), 1315-1319. DOI: <https://doi.org/10.12691/education-3-10-17>
- Dellos, R. (2015). Kahoot! A Digital Game resource for learning. *International Journal Of Instructional Technology And Distance Learning*, Vol 12(No. 4), 49-52. https://www.itdl.org/Journal/Apr_15/Apr15.pdf#page=53
- Díaz, M., & Martínez, V. (2014). The use of ludic activities to encourage English learning at the high school level. <https://n9.cl/ikxbd>
- Dorgu, T. E. (2015). Different teaching methods: A panacea for effective curriculum implementation in the classroom. *International Journal of Secondary Education*, 3(6), 77-87. [10.11648/j.ijsedu.s.2015030601.13](https://doi.org/10.11648/j.ijsedu.s.2015030601.13)
- Durga, S. S., & Rao, C. S. (2018). Developing students' writing skills in English-A process approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 6(2), 1-5. <https://n9.cl/klba8>
- Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language teaching*, 43(2), 182-201. <https://n9.cl/xkm79>

- Flower, L. S., & Hayes, J. R. (1977). Problem-solving strategies and the writing process. *College English*, 39(4), 449-461. <https://n9.cl/4bkmf>
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College composition and communication*, 32(4), 365-387.
<https://www.jstor.org/stable/356600>
- Fuchs, B. (2014). The writing is on the wall: using Padlet for whole-class engagement. *LOEX Quarterly*, 40(4), 7-9.
<https://commons.emich.edu/cgi/viewcontent.cgi?article=1221&context=loexquarterly>
- Genç-Ersoy, B., & Göl-Dede, D. (2022). Developing Writing Skills, Writing Attitudes and Motivation through Educational Games: Action Research. *International Journal of Contemporary Educational Research*, 9(3), 569-589.
<https://doi.org/10.33200/ijcer.1089781>
- Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Sciences*, 143, 477-481.
<https://www.sciencedirect.com/science/article/pii/S1877042814044486>
- Graterol, R. (2011). La Investigación de Campo. In *Metodología de la Investigación*.
<https://jofillop.files.wordpress.com/2011/03/metodos-de-investigacion.pdf>
- Gusmuliana, P. (2018). The Use of Total Physical Response Strategy at Junior High School of SLBN South Curup, Rejang Lebong. *English Franca*, 22.
<https://core.ac.uk/download/pdf/230671125.pdf>
- Hadi, M. S., Mutiarani, M., & Herlina, S. (2021). Outdoor Learning Activity in Teaching Students' Descriptive Writing Skills. *Journal of Languages and Language Teaching*, 9(2), 220-227, DOI:
<https://doi.org/10.33394/jollt.v%vi%i.3529>
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. London: Longman.
<https://scirp.org/reference/referencespapers?referenceid=2635917>
- Harland, D. J. (2011). *An Introduction to Experimental Research*.
https://cemast.illinoisstate.edu/downloads/hsrs/types_of_research.pdf
- Harmer, J. (2015). *The Practice of English Language Teaching*. London: Pearson.

- Iftanti, Erna. "Improving Students' Writing Skills Through Writing Journal Articles." *IAIN Tulungagung Research Collections*, vol. 8, no. 1, 2016, pp. 1-22, DOI: <https://doi.org/10.21274/ls.2016.8.1.1-22>.
- Irwansyah, R., & Izzati, M. (2021). Implementing Quizizz as game based learning and assessment in the English classroom. *TEFLA Journal (Teaching English as Foreign Language and Applied Linguistic Journal)*, 3(1), 13-18, DOI: <https://doi.org/10.35747/tefla.v3i1.756>
- Jaramillo and Medina. (2011). Adolescents' Awareness of Environmental Care: Experiences when Writing Short Descriptive Texts in English. *PROFILE* Vol. 13, No. 1, Bogotá, Colombia. Pages 11-30
http://www.scielo.org.co/scielo.php?pid=S1657-07902011000100002&script=sci_arttext&tlng=en
- Kariippanon, Katharina & Cliff, Dylan & Lancaster, Sarah & Parrish, Anne-Maree. (2018). Perceived interplay between flexible learning spaces and teaching, learning and student wellbeing. *Learning Environments Research*. 21. 10.1007/
<https://link.springer.com/article/10.1007/s10984-017-9254-9>
- Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic bulletin & review*, 14(2), 237-242.
<https://link.springer.com/article/10.3758/BF03194058>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International. <https://n9.cl/rsd6e>
- Kucukoglu, H. (2018). Improving Reading Skills Through Effective Reading Strategies. *Sciverse Science Direct*, 709. Retrieved from
<https://www.sciencedirect.com/science/article/pii/S1877042813001146>
- Krashen, S. (1981). Second language acquisition. *Second Language Learning*, 3(7), 19-39. <https://n9.cl/q0pnp>
- Lamott, A. (1994). *Bird by Bird: Some Instructions on Writing and Life*.
<https://n9.cl/umfkk>
- Lane, H. L. (1992). *The mask of benevolence: Disabling the deaf community* (p. 104). New York: Knopf. <https://search.iczhiku.com/paper/COzqoWcJDp8eyGPP.pdf>

- Llerena, K. A. (2021). Hands-on learning and the speaking skill. [Universidad Técnica de Ambato].
https://repositorio.uta.edu.ec/bitstream/123456789/33364/1/Llerena%20Llerena%20Katherine%20Alexandra_Dissertation.pdf
- Lavrakas, P. J. (2008). *Encyclopedia of survey research methods*. Sage publications.
<https://n9.cl/ih6ft>
- Maja, V. M. (2022). Utilizing Ludic Foreign Language Pedagogy at the Tertiary Level. *Sinteza* 2022. <https://doi.org/10.15308/Sinteza-2022-353-357>
- Manjunatha, N. (2019). Issue 6 www.jetir.org (ISSN-2349-5162). JETIR1908597
Journal of Emerging Technologies and Innovative Research, 6(2349-5162).
<https://www.jetir.org/papers/JETIR1908597.pdf>
- McCutchen, D. (1984). Writing as a linguistic problem. *Educational Psychologist*, 19, 226-238, DOI: <https://doi.org/10.1080/00461528409529299>
- Montenegro, L. (2010). El enfoque comunicativo de la enseñanza de la lengua. *El enfoque comunicativo de la enseñanza de la lengua*, 43–61.
<http://redlei.s3.amazonaws.com/El%20enfoque%20comunicativo%20de%20la%20ensenanza%20de%20la%20lengua.pdf>
- Nascimento, E. (2017). The Role of Ludic Activities in Primary English Classrooms – do they really help children to learn? (Master Degree work). Lisboa: FCSH.
https://run.unl.pt/bitstream/10362/21868/1/Final_Report_2.pdf
- Назаров, П. И. (2021). The importance of pair work and group work activities in teaching english in technical universities. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(1-1).
<https://tadqiqot.uz/index.php/art/article/view/424>
- Nickerson, R. S., Perkins, D. N., & Smith, E. E. (1985). *The teaching of thinking*. Hillsdale, NJ: Erlbaum. <https://n9.cl/3xd8c>
- Ningsih, S. (2016). Guided writing to improve the students' writing ability of junior high school students. *Efl Journal*, 1(2), 129-140. :
<http://dx.doi.org/10.21462/eflj.v1i2.12>

- Olshtain, E., & Cohen, A.D. (1991). Teaching Speech Act Behavior to Nonnative Speakers. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 154-165). Los Angeles: University of California.
- Patel, M. F., & Jain, P. M. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise. <https://bit.ly/3ReXDbX>
- Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know?. *International Business Review*, 29(4), 101717. <https://doi.org/10.1016/j.ibusrev.2020.101717>
- Potter, S. (2022, August 31). English language. <https://www.britannica.com/topic/English-language>
- Plump, C., & LaRosa, J. (2017). Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices. *Management Teaching Review*, 2(2), 151-158. <http://dx.doi.org/10.1177/2379298116689783>
- Read, C. (2007). *500 Activities for the Primary Classroom*. Oxford: Macmillan, DOI: <https://doi.org/10.1093/elt/ccn032>
- Renau, M. L. (2016). A Review of the Traditional and Current Language Teaching Methods. *International Journal of Innovation and Research in Educational Sciences*, 3(2), 7. <https://bit.ly/3WPTufR>
- Riggenbach, H., & Lazaraton, A. (1991). Promoting Oral Communication Skills. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 125-136). Los Angeles: University of California.
- Roda'I, M. (2022). Teaching English in Primary school using Total Physical Response based on communicative Language Teaching. *Jurnal Lisdaya*. <http://lisdaya.unram.ac.id/index.php/lisdaya/article/view/71>
- Rojas, M. M., Rosario, M., Tarazona, P., Cruz, J. D. La, Apaza, M., Del, S., Alza, P., Julio, R., & Rivera, C. (2022). Ludic programs and their application in reading: A systematic review. 6(6), 4868–4880. <https://journalppw.com/index.php/jpsp/article/view/8301>

- Sariyati, I. (2013). The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children. *PAROLE: Journal of Linguistics and Education*, 3(1), 50-64. <http://bitly.ws/zup9>
- Savignon, S. J. (2018). Communicative competence. *The TESOL encyclopedia of English language teaching*, 1-7, DOI: <https://doi.org/10.1002/9781118784235.eelt0047>
- Saavedra Ortiz, N. E., Rivera Berru, M. K., & Cango Patiño, A. E. (2023). Effectiveness of using ludic activities to enhance students' speaking skills. *Ciencia Latina Revista Científica Multidisciplinar*, 7(1), 9178–9190. https://doi.org/10.37811/cl_rcm.v7i1.5113
- Samah, A. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students. <https://eric.ed.gov/?id=EJ1110998>
- Sreena, S., & Illankumaran, M. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal of Engineering & Technology*. <https://scholar.archive.org/work/fl6b4tnlubg5vkap4buszx5wxy/access/wayback/https://pdfs.semanticscholar.org/f532/e3541c57964a8c1677400acbbdfdb566e50a.pdf>
- Schillings, M., Roebertsen, H., Savelberg, H., & Dolmans, D. (2023). A review of educational dialogue strategies to improve academic writing skills. *Active Learning in Higher Education*, 24(2), 95-108. <https://doi.org/10.1177/1469787418810663>
- Scrivener, J. (2010). *The essential guide to English language teaching*. <https://n9.cl/79v3o0>
- Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT course modules 1, 2 and 3*. Cambridge university press. <https://n9.cl/k0fld8>
- Sreena, S., & Illankumaran, M. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal of Engineering & Technology*. <https://scholar.archive.org/work/fl6b4tnlubg5vkap4buszx5wxy/access/wayba>

ck/https://pdfs.semanticscholar.org/f532/e3541c57964a8c1677400acbbdfdb566e50a.pdf

- Suleiman, M. F. (2000). *The Process and Product of Writing: Implications for Elementary School Teachers*. <https://eric.ed.gov/?id=ED442299>
- Sharma, V. K. (2015). How do productive skills of Saudi students affect EFL learning and teaching. *Asian Journal of Humanities and Social Sciences (AJHSS)*, 3(2), 91-99. Retrieved from <http://www.ajhss.org/pdfs/Vol3Issue2/6.pdf>
- Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students* (pp. 155-6). Ann Arbor: University of Michigan Press.
https://annales.hyperion.tf/pdf/S3/SH/Yellow_pack.pdf
- Team, E. (2023, March 30). *Crown private school: Creating a dynamic & interactive learning environment*. K12 Digest. <https://www.k12digest.com/crown-private-school-creating-a-dynamic-interactive-learning-environment/>
- Thornbury, S. (1999). How to teach grammar. *Readings in Methodology*, 129.
- Thyer, Bruce A, 'Pre-Experimental Research Designs', *Quasi-Experimental Research Designs*, Pocket Guides to Social Work Research Methods (2012; online edn, Oxford Academic, 24 May 2012),
<https://doi.org/10.1093/acprof:oso/9780195387384.003.0002>, accessed 23 Aug. 2023.
- Ummah, S. S. (2016). *The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood*. Atlantis Press, DOI:
<https://dx.doi.org/10.2991/icece-16.2017.74>
- Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL quarterly*, 16(2), 195-209, DOI: <https://doi.org/10.2307/3586792>
- Zhi, Q., & Su, M. (2015, October). Enhance Collaborative Learning by Visualizing Process of Knowledge Building with Padlet. In *Educational Innovation through Technology (EITT), 2015 International Conference of* (pp. 221-225). IEEE, DOI: <https://doi.org/10.1109/EITT.2015.54>

ANNEXES

Annex 1

Reliability Statistics

Cronbach's Alpha	N of Items
,797	19

Note: Reliability statistics with Cronbach's Alfa of the 19 questions with Likert scale.

Annex 2

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
SURVEY: LUDIC ACTIVITIES AND WRITING SKILLS

Dear students:

The survey will utilize the information provided for a study titled "Ludic Activities and Writing Skills" This survey's data collection will be treated with absolute confidentiality.

Thank you for willingly and freely participating in this study.

I have read the previous paragraph and am prepared to willingly participate in the survey.

YES () NO ()

Section 1: Personal Information

Gender

Female

Male

Other

Age

18-20 years old

21-24 years old

25 + years old

Ethnicity

Mestizo

Afro-Ecuadorian

Indigenous

Other

Native Language

Spanish

English

Quichua

Other

For the following statements, choose one of the options:

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

Section 2: Types of Ludic activities.

1. I enjoy the activities that promote interaction and cooperation with my classmates.
(Pair/group work).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

2. Visual materials help me understand my learning better. (Flashcards / ilustrations)

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

3. My teacher implements activities in "Kahoot, Quizzes, and Padlet" to promote motivation and thus significantly enrich the learning process. (Games).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

4. I write stories to learn vocabulary and stimulate critical thinking. (Stories).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

5. I like to develop projects in class because it makes me develop my creativity. (Projects).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

6. What types of ludic activities do you use the most to improve your writing skills? (For example: Pair/group work, Flashcards/illustrations, Games, Stories, Projects)

Section 3: Strategies to develop writing skills.

7. Before writing, I always have some ideas to write about. (Planning).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

8. My teacher assigns writing activities to practice either in the classroom or at home.
(Regular practice writing).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

9. When I finish writing, I review and edit to ensure the clarity of my written content.
(Review and editing).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

10. My teacher provides feedback after I write a paragraph. (Ask for feedback).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

11. What types of strategies do you use for your writing activities? (For example, Planning, Regular writing practice, Review and editing, Ask for feedback).

Section 4: Students use for writing sub-skills.

12. When I write, I use appropriate words to have effective communication. Spelling (Accuracy).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

13. When I write, I use the grammatical structure correctly to write sentences. Grammar (Accuracy).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

14. When I write, I include punctuation marks such as periods, commas, semi-colons so that my writing makes sense and is understandable. Punctuation. (Accuracy).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

15. When I write, I use the vocabulary I know to write appropriately. Vocabulary.
(Accuracy).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

16. When I write paragraphs, I properly organize and order my ideas to effectively convey what I am trying to express. Paragraph and Sentence Structure (Accuracy).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

17. When I write, I stand out for my ability to organize written content in a clear and logical manner. Text organization (Communicationg our ideas).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

18. When I write, I am able to select the appropriate context for effective communication. Appropriate use of style and register. (Communicationg our ideas)

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

19. When I write, I pay attention to the coherence and cohesion of what I am trying to express. Characteristics of a text (Communicating our ideas).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

20. When I write, I use connectors to achieve understandable text. Joining words and sentences. (Communicating our ideas).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

21. When I write, I adapt my content and tone to ensure relevant communication. Appropriate Features (Communicating our ideas).

5. Always

4. Almost always

3. Sometimes

2. Almost never

1. Never

22. What type of writing subskills do you think you use most in classes? For example:
(Accuracy or Communicating our ideas).

Annex 3

Turnitin report



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Jhoffre Mendez
Assignment title: Quick Submit
Submission title: THESIS_MENDEZ JHOFFRE_TURNITIN
File name: FINAL_THESIS_M_NDEZ_JHOFFRE_TURNITIN.pdf
File size: 357.25K
Page count: 41
Word count: 13,195
Character count: 76,328
Submission date: 02-Jan-2024 05:40PM (UTC-0500)
Submission ID: 2266254848



UNIVERSIDAD TÉCNICA DE AMBATO
KIMENA ALEXANDRA
CALERO SANCHEZ

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HERMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME: "Lúdica activities and writing skills"
AUTHOR: Jhoffre Alexander Méndez Arizala
TUTOR: Lic. Mg. Ximena Calero

ABSTRACT

This study addressed students' perceptions regarding ludic activities and writing skills. Within the framework of a non-experimental descriptive research, 80 university students participated (19 men and 41 women). Data collection was carried out through a survey composed of 19 items on a Likert scale and three open questions. The research was structured around three research questions aligned with the stated objectives. The results revealed that students favor, to a greater extent, the implementation of ludic activities such as group work, games and flashcards. This preference is attributed to the demonstrated ability of such strategies to stimulate active participation, encourage collaborative learning, and facilitate effective knowledge retention. In addition, various strategies were identified, with planning, as well as autonomous review and editing, being the ones preferred by most students. It is worth noting that regular writing practice and asking for feedback are not commonly considered primary strategies, as students tend to choose to develop their writing skills independently and rely on their own written production. Likewise, some findings indicated that students exhibit a pronounced

THESIS_MENDEZ JHOFFRE_TURNITIN

ORIGINALITY REPORT

8%

SIMILARITY INDEX

8%

INTERNET SOURCES

2%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1

repositorio.ulvr.edu.ec

Internet Source

1%

2

link.springer.com

Internet Source

<1%

3

ri.ues.edu.sv

Internet Source

<1%

4

spel3.upm.edu.my

Internet Source

<1%

5

www.sci epub.com

Internet Source

<1%

6

academypublication.com

Internet Source

<1%

7

www.efljournal.org

Internet Source

<1%

8

www.academypublication.com

Internet Source

<1%

9

search.scielo.org

Internet Source

<1%



ALICIA MENDEZ JHOFFRE
ALEXANDRA CALERO SANCHEZ